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ABSTRACT

Various types of citizen training programs were surveyed by the staff of the St. Louis (Missouri) Leadership Program to determine the characteristics of a successful training program. The study is based on the belief that an active citizenry is a necessity for a democracy and that citizenship training and education are necessary to encourage leaders to emerge. Programs surveyed were identified through community contacts, national meetings, readings, and interviews. Methods of data gathering included attendance at national meetings, 2 on-site visits, 19 in-depth interviews with 24 persons, the gathering of program materials from over 30 training programs, a review of the literature, and attendance at 2 workshops. Survey findings covered purpose and philosophy, clients, program content, training techniques, funding, and evaluation. Also included are a "Guide for Assessing Community Training Needs," a discussion of future possibilities for St. Louis, and a list of resources used during the study. Appendices contain descriptions of interviews conducted and workshops attended, a typology of training program models, and a listing of the programs surveyed. (RM)

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PROGRAMS FOR TRAINING CITIZEN LEADERS:

A NATIONAL SURVEY

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and

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St. Louis, Missouri

September 1979

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PROGRAMS FOR TRAINING CITIZEN LEADERS: A NATIONAL SURVEY

by
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Funded by a St. Louis Leadership Program Award
The Danforth Foundation
St. Louis, Missouri

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INTRODUCTION

Why bother? Aren't leaders born, not trained? Don't we teach citizenship in school? When discussing training for citizen leaders, these are often the remarks one hears. Unfortunately, American schools obviously do not do a good job of teaching citizenship in schools. Fewer people are voting. Often voiced and heard is the observation that we are sadly lacking in leadership on all levels -- in the neighborhoods, the cities, the suburbs, the states, the nation.

Education for leadership in our public sector is of utmost importance. Says James MacGregor Burns in Leadership:

> In considering the implications of moral education of leadership for the public and civic life, we are talking about much more than teaching technique in home, classroom, and other schools. We are talking about the broader subject of the political education of all citizens in democratic environments. The intimate relationship of moral and political education has been a central concern of philosophers from Plato to Dewey...failures of political education have immensely 'practical' results. Democratic and constitutional processes are heavily dependent on the extent to which values are debated in all sectors of society and made clear and salient and present throughout the citizenry.... Long before the crisis of the Weimar Republic and the rise of Hitler, Max Weber noted in Wilhelm II's Germany an ominous lack of political education stemming from a number of factors /including/ the disengagement of autonomous power among persons and groups and political parties.... Without the symbiosis of strong leadership and an active citizenry, Weber saw a crisis of both leadership and citizenship.*

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*Burns, James MacGregor, Leadership (New York: Harper & Row, 1978), pp. 450-451. Emphasis added.

This study is based on the belief that an active citizenry is a necessity for a democracy, and that citizenship training and education are necessary to encourage leaders to emerge. Without these leaders on all levels of citizen action, democracy and its institutions may be in jeopardy.

OVERVIEW

The survey is divided into eight sections:

1) Findings covers the basic content and structure of the programs we observed as well as incorporating the insights from our review of literature and personal interviews.

2) The Guide for Assessing Community Training Needs is a series of questions which should be answered before a training program is initiated or changed. It identifies the areas that need analysis for a successful program.

3) The Future Possibilities for St. Louis lists training suggestions for the St. Louis Metropolitan Area. In addition, it includes an in-depth consideration of what we recommend for St. Louis. The suggestions are easily transferable to other areas.

4) Resources includes the literature, manuals and course materials that were reviewed for the survey and gives a brief overview of what is available.

5) Appendix A: Interviews and Workshops is devoted to brief summaries of the same. It provides a sample of people involved with citizen training.

6) Appendix B: Typology of Training Program Models is a comparison based on categorizing training programs by their major focus.

7) Appendix C: Programs is a program-by-program outline of what 20 training programs in the country offer, including information on staff, funding and resources.

8) The Program List is an at-a-glance guide to those programs in the survey including names, addresses and telephone numbers. This will be of particular use for those who wish further information.

In total, we believe that the survey provides a comprehensive, national look at citizen training programs and offers specifics for those who are involved in the field.

METHODS OF THE STUDY

This study is a result of a one-year $3,000 award received from the Danforth Foundation in June 1978 as participants in the Foundation's St. Louis Leadership Program. Through our work in citizen training with the Citizens Information Resource Center (CIRC), a service of the League of Women Voters of Metropolitan St. Louis, we were becoming aware of many citizen education efforts in the country. We wanted to locate and look at various types of citizen training programs with a view to what might be possible for St. Louis. We wanted to determine what made a training program successful and what common denominators should be included in such a program.

The sample of programs from which we have drawn our findings is the result of snowballing contacts. We began with our base of the League of Women Voters. In discussing our task with League members and interested community contacts, we were directed to others interested in the same kinds of training programs. Some programs were brought to our attention at national mettings; some came to our attention in our reading; some from interviews. We realize that we are missing some significant sectors in this area such as the growing number of neighborhood dispute resolution centers which train citizens to act as mediators in family and community disputes. Likewise, we realize that a lot of very good training is done by organizations whose major function is something else besides training. We believe that we have a representative sample of training programs in the nation.

The following methods of information gathering were used:

National Meetings

We attended three national meetings. In May 1978, while attending the League of Women Voters National Convention, we called a meeting of members who had worked in this area. This provided us with some initial contacts which we pursued during the year. Attendance at the National Citizen Participation Conference in Washington, D.C. in September 1978 proved to be the singular most valuable experience as the Conference brought together people and programs from across the country. It gave a broad perspective

as to what was happening nationwide and established many contacts for the rest of the study. Likewise, a meeting of the Alliance for Citizen Education in Philadelphia in June 1979 brought together church, neighborhood, youth, and labor leaders interested in working together for improving citizen education in their areas. This, too, provided access to persons and programs working in other major metropolitan areas.

On-Site Visits

Two trips were taken specifically to observe training programs -- Chicago (to the Citizens Information Service where we observed a workshop for Latinos on school-community relations) and Albany, New York (where we observed a workshop on Advocacy for Older Adults).

Interviews

We conducted 19 in-depth interviews which included 24 persons all of whom have some connection with citizen education or training or secondary school programs. Interviewing was conducted in St. Louis, Chicago, Albany, and Washington, D.C. Two were conducted long distance by telephone.

Gathering Materials

We attempted to gather program materials from over 30 training programs across the country. We did this through personal contact, correspondence, telephone and at the national meetings. Relevant programs are summarized in Appendix C. Materials from

some programs were not comprehensive enough to include in the study; some of the programs we contacted did not offer the kind of training we were interested in.

Resources

We reviewed the literature in the fields of leadership, citizenship, and citizen training. Citizen training materials include those gathered from programs, many of which are books, how-to-manuals, or leaders' guides for the programs themselves.

Other

We attended two workshops in St. Louis that pertained to our subject. The first was the National Community Education Workshop in October 1978 on Training for Neighborhood Organizations. The second was in March 1979 when the Citizen Education Clearing House (CECH) brought in Fred Newman from the University of Wisconsin at Madison. He is a recognized authority on citizenship education. We attended his lecture and one workshop in which he participated.

FINDINGS

IMPETUS

Many of the training programs are a direct response to the growth of the grass-roots participation movement with the great majority of them established in the early 1970's. Says Janice Perlman in her article, "Grassroots Participation from Neighborhood to Nation,"

> The contemporary grassroots movement is new, growing diverse, and effective. Although its lineage can be traced back to the social movements of the 1960's, the early Alinsky organizations of the 1950's, and the union struggles of the 1930's and 1940's, in its present form it is not yet a decade old.*

Founders of several of the training programs played a direct role in various social movements of the 1960's. Other programs such as those linked with churches also seemed to have some impetus from the events of the 1960's, in particular, the civil rights movement. The impetus for the League of Women Voters connected programs comes from the group's long-standing interest in citizen involvement in community and government.

PURPOSE AND PHILOSOPHY

The stated purpose for the majority of the programs is <u>to provide leadership, skill and/or issue training for groups, whether they be neighborhoods, agencies, special interest or individuals</u>

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*Perlman, Janice E., "Grassroots Participation from Neighborhood to Nation," in <u>Citizen Participation in America</u>, ed. Stuart Langton; Tufts University, D.C. Heath and Company, 1978, p. 65.

from any of these. The concepts of empowerment and citizen involvement form the base of the philosophy for all training. Citizens need the leadership and organizational skills, and issue information in order to have some control over their neighborhoods and communities. This philosophy breaks down into two major theories -- organizing and educating -- which are not mutually exclusive, but a program usually leans toward one or the other.

The two factors that, we believe, distinguish the two theories are the approach to power and the stage of development of the client group receiving the training. For our purposes, power is defined as the ability to allocate resources -- for neighborhood and community groups this ranges from a fair share of city services to a voice in deciding how federal dollars are spent.

Organizing

Training with this theoretical base focuses on persons who, according to the organizers, need to be organized; in fact, professional organizers are often the catalyst to pull such a group together. These groups often mobilize around an issue which becomes the vehicle for organizing. The approach to power is based on the perspective that the participants are powerless, need to organize to take power that is rightfully theirs, and to demand accountability from those in power. The perspective of the client group is that it has no access to those in power and needs the skills to achieve this access. Skill development includes confrontation tactics in addition to many of the same leadership and organizational

skills and issue information provided by those who do training from an educational base. Examples of this programming include the organizer training offered by the Industrial Area Foundation in New York and the Midwest Academy in Chicago. Much of the base of this thought is from Saul Alinsky's work in organizing community groups.

Educating

Training that is grounded in this theory is most often requested by groups that are already, to some extent, organized and perceive the need for more skills and information so that they can increase their access to those in power. Their perspective is one of being able to have power if they have enough skills and information. Examples of this approach are the Citizens Information Service (CIS) of Chicago programs, and those of the Citizens Information Resource Center (CIRC) in St. Louis. One different approach to this philosophy of training was found in Philadelphia at the Institute for the Study of Civic Values. This program teaches citizen involvement from the perspective of social justice. Participants engage in discussions of justice, security, fellowship, and reciprocity as a framework for discussing the issues of modern urban neighborhoods.

CLIENTS

Anybody can be somebody's client. Programs we looked at served the following client groups:

Neighborhood and/or Community Groups

These groups range from a small block unit size to larger groups concerned with an area of a city. In St. Louis this would

include actual block units as organized by the Urban League to groups involved in working in a large area such as the coalition of groups working with Citizens for Community Development (CCD) on the city's north side.

Pre-selected Leaders of these Groups

This refers to a group of neighborhood and/or community leaders selected either by the groups themselves (e.g., the chairmen) or by a third party. The original focus of the Self-Advocacy program in New York State was pre-selected leaders for older adult programs. A pilot CIS Community Leadership Class is also designed for leaders of Chicago's Midwest Community Council groups.

Professional Organizers

Organizers are clients for the professional training schools such as The Institute in New Orleans and Midwest Academy.

Agencies

Both government and social service agencies use citizen training programs. Government staff needs the skills of working with the citizen groups; some actually train citizens such as Community Development Agencies. Social service agencies call on citizen training programs both to train staff as to the rights of citizens and also to provide training for their client groups which they believe need the training. CIRC has worked with the Human Development Corporation in this way. The clients of Citizen Involvement and Community Development, Blacksburg, Virginia, include a variety of agencies such as the Environmental Protection Agency. The Center

for Urban Encounters in Minneapolis also provides training for government personnel.

Special Interest Groups

These groups are sometimes made up of a coalition of neighborhood groups. CIS has worked in Chicago with a city coalition involved in the city's housing issues. The Citizen Involvement Training Project in Massachusetts (CITP) has clients that include issue-oriented groups that deal with housing, environment, consumer, and health issues.

In reviewing the programs we studied, local programs tended to deal with neighborhood groups and/or leaders or several such groups. The more formal and usually more expensive programs deal with agencies, pre-selected leaders and organizers. Several of these programs are considered national training, such as IAF and The Institute with clients traveling to them.

STAFF

Trainers and program staff come from a variety of backgrounds. Programs such as the Institute for Civic Values and the Midwest Academy have some staff from the social movements of the 1960's. Some staff are professionals who want to use their skills in this area. At least one program, CIS, develops some trainers from neighborhood classes.

Full-time paid staff is the rule. Programs that have in the past operated with volunteers in major staff capacities have had

problems. CIS has replaced a major volunteer with paid staff. Citizen Power in Minneapolis has been in a hiatus in need of a major volunteer commitment although it hopes to resume soon. Those interviewed who were involved with volunteer staffing recognized the problem as a direct result of the changes in the volunteer sector, particularly in relation to the changing role of women in society and the turn to the work force. Both of the programs mentioned above are connected with the League of Women Voters. Volunteers are now often used in the context of a time-limited situation, e.g., one hour, two weeks, or when added for particular personal expertise. This support is helpful, but is now most often an "extra" rather than an integral part of the program. CIRC has used a corps of 25 volunteer trainers who have been professionally trained and used on a time-limited basis with support staff. Also used on a volunteer basis are resource people both in the areas of program development and as class speakers as experts in their fields. Academics and government staff and officials may be particularly helpful.

Staff can include:

1. Executive director: Administers programs; directs staff.
2. Program developer: Writes curricula; develops publications.
3. Trainer: Teaches skills; facilitates group action.
4. Consultants: Part-time experts in special skills or information.
5. Specialists: Writers, artists, audio-visual developer; bi-lingual translators.

6. Community outreach worker: Develops community contacts; assesses needs of communi , groups; acts as a liaison between groups and training program.

7. Fund-raiser: Writes grants; develops funding sources.

8. Office worker: Secretary; receptionist.

In many programs, the staff members assume more than one role. The actual size of the staff depends on the range of training offered, the amount of volunteer support, if any, and funding.

PROGRAM CONTENT

Organizational Skills/Issues

In addition to full-time paid professional staff and well-developed fund-raising capacity, Janice Perlman notes the following skills which are characteristic of successful grass roots groups:*

a. Neighborhood street organizing.

b. Advanced issue-research capacity.

c. Information dissemination and exposé techniques.

d. Negotiation and confrontation skills.

e. Management capability in the service delivery and economic development areas.

f. Policy and planning skills.

g. Lobbying skills.

h. Experience in monitoring and evaluating government programs.

These needs are addressed in varying degrees by the training programs. Emphasis depends in part on the philosophical leaning of

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*Perlman, Janice E., Ibid., p. 71.

the training program. Neighborhood street organizing and confrontation skills turn up more frequently in those programs grounded in organizing and in training professional organizers such as IAF. Issue research, policy and planning skills, lobbying and monitoring are often emphasized in the education-oriented programs as the Self-Advocacy Program in New York State. Again, the training programs' content is not mutually exclusive and while some would offer all of the above, some would be able to offer only sections, usually due to staff expertise.

The content needed to develop the above characteristics includes but is not limited to: issue education; research; fund-raising; media techniques; organizational skills of running a meeting; group dynamics; motivation; communication; setting goals and objectives; coalition building; and decision-making.

Leadership

In most cases "leadership" per se is not defined. Much of the education offered by these programs, no matter the philosophy, gives participants the informational and skills background which can enable a leader to emerge. Our feeling is that leadership is not what most groups perceive as their need, but rather their need is to do something about their neighborhood. Another element that surfaces in virtually all programs, no matter what philosophy, is the concept of the legitimacy of citizen leadership and power. In most programs that deal with local groups, time is spent in establishing the right to power over personal lives and neighborhoods. The Institute for

Civic Values program spends much of its eight weeks reinforcing this concept. Legitimacy is also an important part of emerging leadership. One of the aspects of leadership which sets it apart from management and other skills is the taking of initiative on the part of the leader, the leader having some future vision for the neighborhood and/or community and knowing that it is within his/her right to take the initiative to pursue these goals. Training that is not grounded in the right to use it may well be useless. In some of the programs which work with pre-selected leaders such as professional organizers or community leaders, "leadership" is dealt with, as is the concept of power and who has it. Legitimacy in these programs seems to be dealt with in terms of power vis-à-vis selected issues and the rights of these citizen groups to claim some of this power for themselves. For example, Organize Training Center in San Francisco on its publications notes it emphasizes "How to Organize for Power... How to get and How to use it."

Pre-Assessment

Almost all classes working with local groups have some form of pre-assessment to determine the group's needs and wants. This is when the trainer and group leader/spokesperson decide on content to be covered. It is not always successful, as the group representative does not always have a good idea of what the group really wants. Some of the training programs offer a set curriculum for a fee such as the organizer-training schools like The Institute. Some offer packaged modules which may or may not allow for flexibility.

However, any educational institution that wants to stay viable has to periodically reevaluate its offering to be in keeping with current needs.

Class Length

Almost all of those interviewed who deal with programs agreed that one-time workshops were usually not enough time to teach the necessary leadership, organizational and issue skills. Workshops of one-half day to two full days were good when dealing with limited subject matter or skills and most helpful when backed up with additional consultation at a later date. The Citizen Involvement Training Project which is associated with the University of Massachusetts in Amherst is a good example of this. They offer skills training to already organized groups throughout the state with the training of short duration limited in scope rather than an on-going program for weeks. As backup, the program offers "how-to" manuals that any group can use. They also offer a library of resource materials which can be used by groups and/or for information when consulting. Other skills that are successfully done on this basis include lobbying and fund-raising. Citizens for Community Development in St. Louis has done workshops on fund-raising with follow-up technical assistance and CIRC has done lobbying workshops with some success.

Most programs we surveyed that deal with local groups range from five to fifteen weeks. Some are flexible and can be given in segments and not necessarily in one continuous program. CIS offers up to 16 weeks of training that can be broken down into four-week segments and in some cases supplemented with workshops, particularly ones dealing with issue education such as a one-day meeting on housing.

Class Size

Size varied from a few participants (three or four) to 40 or 50. Most on-going classes that we found attract from eight to fifteen regular participants. Attendance with neighborhood groups was often a problem; attendance was highest with groups that were already formed and somewhat functioning. In fact, on our trip to Chicago, one class that we were scheduled to observe did not materialize and the two hours turned into an interview with the instructor. Programs as CIS have found that the social aspects of the group cannot be overlooked, particularly with neighborhood groups. Friends and peers exert great influence in getting attendance. Programs offered to the general public instead of to a group may have poor attendance.

Attaching a program to community schools, extension services or community colleges did not necessarily bring attendance. Schools with guaranteed attendance are the secondary schools where, for example, the Cleveland Area Voter Information Center (CAVIC) does classes which reach hundreds of students. Guaranteed attendance also often occurs when training is in conjunction with government-funded CETA (Comprehensive Education and Training Act) instruction. Both CIRC and Citizen Power have worked with these groups. Although a captive audience does not necessarily mean a responsive one, it certainly gives more people more opportunity to be motivated and educated. The CETA program focuses on a poor and powerless audience which, in fact, is the audience for much citizen training. On the other hand, this audience is not necessarily a group, but rather

individuals who would then have to find and/or form a group to work with.

The attendance problem has been worked on in different ways. CIS has a member of the class actually responsible for the attendance. The attendance is often directly related to the effectiveness of that individual. CIS has found that this method is satisfactory since a class member has greater credibility with classmates than a trainer who may or may not be from the area or identifiable with the neighborhood group receiving the training. In virtually all of the programs studied, the responsibility for attendance is on the group itself, not the trainers. Trainers must be flexible in realizing that attendance changes from class to class. Numbers may remain stable, but not necessarily the same participants return. One CIS trainer, herself a product of a neighborhood training class, used homework assignments to encourage the participants to return the next week. For the most part she felt that this was a successful technique for attendance as well as for learning.

Fees paid by participants and collected in advance are used by some programs to encourage attendance. Of those interviewed who worked with lower-income group programs, there tended to be a negative feeling about even a nominal fee. This stemmed from the belief that the neighborhood groups that they were working with could ill-afford even a nominal sum. Fees paid by a third party (e.g., social service agency) had no relation to attendance, but did help defray costs. Advance registration, both with or without a fee, is a real

problem with neighborhood groups. Both CIRC and CIS leave this up to the group itself. In working with groups that were more middle-class, the fee, if collected in advance and paid by the individual participants, did help attendance. It was up to the group leader, though, to collect it and in some instances that was a problem because the leader did not follow through. Fees that range in the hundreds of dollars, as with the organizer training schools, certainly do insure attendance.

Recognition

From the slickest to the least sophisticated, a popular concept is that of giving an award and/or certificate of achievement at the end of a course. From CIS to the practical politics course offered by the Chamber of Commerce of the United States to the Urban League in St. Louis, this recognition is considered important. In fact, CIS holds graduation for the members of its various classes in the city. It is usually complete with a dinner and graduation speaker. This seems to be of great importance to the participants and this past winter (1978-79) a very high percentage of graduates braved the snow to arrive at the graduation. We were told by CIS that participants often used the class on job/school applications as part of their education. In some cases, such classes give continuing education credits to participants if some additional requirements are added to the work. This happens mainly with classes that are held in conjunction with schools of continuing education or school districts.

TRAINING TECHNIQUES

There is great variation in the techniques used in citizen training. Methods include but are not limited to:

Lecture - straight.
Lecture - assisted.
- demonstration.
- chalkboard.
- flipchart.
- pre-drawn charts.
- overhead projector.
- opaque projector.
- slides and/or filmstrip.
- audio, cassette.
- movie.
- video tape.

Participatory.
- guided group discussion.
- brainstorm.
- case study.
- critical incidents.
- role play.
- prepared script.
- simulation.
- field experience.

The level of sophistication of techniques used depends on the group involved, the money available to the training program, the preference of the trainers, and the time available for the training. Lecture and its variations are the most frequently used. It also takes the least amount of time. Use of charts and flipcharts is an easy method due to availability and relatively low costs. Use of the audio-visual equipment becomes a problem both with the technical aspects -- trainers need to know how to operate the equipment -- and with the financial aspect. Not only is the equipment expensive to purchase and maintain, but also somewhat of a problem to carry

around. Neighborhood groups rarely have access to this equipment unless they work in conjunction with a school or church that can provide it. CIS uses almost exclusively small group lectures and guided group discussion with charts from publications used as an aid, as well as information handouts. CCD has video-tape equipment which they find useful in many training situations. The Continuing Education Division of the University of Washington in Seattle has produced a video-tape to be used in the training of agency staff that works with citizen groups. Many movies, filmstrips and slide shows are available if the training groups have equipment to use them, and the funds.

Participatory techniques are based on the theory that adults learn by doing. They do involve more time than lecture methods and also may necessitate that the trainers be trained to use them. Those interviewed who work with programs all indicated that the theory behind any of the skills meant little until participants actually used the skills. For this reason these trainers are most interested in working with an already formed group that has some action goals related to the training. In fact, many of the groups do not seek training until they want to accomplish a goal.

Two pilot projects have been proposed that follow this pedagogy. One was brought to our attention by John McClusky of Lindenwoood College IV in St. Louis who proposes training in leadership and organizational skills with pre-selected leaders of a cross-section of St. Louis neighborhood groups. The training would take place

over several months with the participants learning a new skill every few weeks, going back to practice it with their groups, and then relating the experiences the following session. CIS is piloting a 17-week curriculum with the objective of increasing issue expertise as a follow-up to skill building. Both projects are grounded in the theory that skills must be practiced. McClusky's project at this time has not been funded. CIS completed the pilot project in July 1979.

Participatory techniques, such as simulations and role playing, received mixed comments from those we interviewed. Participants differ greatly in their willingness to participate in such activities; some people just don't like them. The greatest concern voiced, however, was the difficulty of many participants in transferring learning from a pretend situation to a real one. The trainer must have the ability to show how such a simulation will relate to real life. These techniques must be processed and directly related to the group's immediate concerns. The closer the training is to real life situations, the more personal involvement can be generated, along with recognition of what the participants have done, the more successful seems to be the training. Participatory techniques are used in particular by several of the fee-supported programs, including Citizen Involvement and Community Development, and Pacific Institute for Community Organizations (PICO), Oakland, California.

Field assignments speak directly to the need for training to be close to real life situations. As mentioned in the section on

attendance, homework where the participant actually has to do something between classes and report back at the next session, seems to be very helpful. Not only do the participants increase their knowledge, but also their self-confidence. One problem recognized by CITP as well as CIS and others is that of the possibility of a group becoming dependent on the trainers. The group feels free to call on the trainers when new problems arise instead of developing the skills and transferring them from problem to problem. The adjunct problem to this is the counter-dependency the trainer can have on the group, especially if there is funding for the trainer involved. More than one trainer noted that it was important for the group to show that it had learned the skills with the trainer providing assistance, but not the actual doing. The concept of field assignments speaks directly to those concerns. Teaching enough skills to allow leadership to emerge is also an important part of this. If leadership with the ability to transfer skills from one situation to another emerged in such groups, the group has a chance of being on-going.

RESOURCES

Programs print four types of information:

1. Public relations: Brochures, most often used for recruiting clients and fund-raising. Annual report.

2. Publications: Handouts used in class and taken home by students such as the CIS "Who Represents Me?" and CIRC "Register

and Vote." Textbooks/How-to-Manuals for use in classes often available for sale to the public. Examples include the Institute for Civic Values' Building Community, a book of readings; CITP's set of eight manuals of how-to including fund-raising, action, and working with the media, and The Institute's annual "Community Organizing Handbook".

3. Complete Course Materials: These are the actual course as has been done by the Chamber of Commerce for its course in practical politics. The entire Chamber course can be purchased including a discussion leader's guide, hand-out exercises, class materials, and achievement certificates for taking the course.

4. Newsletters: These are aimed at neighborhood groups and/or professionals in the field. CIS Alumni Newsletter is aimed at course graduates to give continuing issue information, announce conferences and new CIS classes. The Citizen Education Bulletin from the Alliance for Citizen Education is aimed at professionals in citizen education and includes information about theory and projects nationwide.

Most programs use some combination of the above materials. Not surprisingly, most publications are written for the group the program works with and reflect the funding available. For instance, most materials for neighborhood groups are mimeographed. On the other hand, the material for programs working with pre-selected leaders and for those that work with agencies and/or charge significant fees is often slick and very professionally designed. Of the materials we received from over 20 programs, the great majority of

the publications and course materials can be used by others. It is self-explanatory and self-contained. The material geared to localities often can be easily altered or formats used in another location.

Audio-Visuals

There are many movies, slide shows, filmstrips, and video-tapes that can be used in training. Resource lists and local institutions are good places to look. Most of what we found was through such lists and at national meetings. While training programs are prolific with the written word, that is not the case with audio-visuals. Expense, expertise and equipment seem to be the three problems with audio-visuals. Material that is available includes: informational (CIRC uses a Missouri Municipal League filmstrip on "How a Bill Becomes a Law"); skill-oriented (CCD uses video-tape to show situations); discussion-provoking (the video-tape from the University of Washington shows agency staff and citizen situations which are used to focus discussion).

FUNDING

Funding comes from wherever a group can find it. Major sources of funding include:

1. Foundations: Foundations are a large source of income for many programs such as CIRC, CITP, CAVIC. However, it is usually start-up money rather than on-going operating expenses and it must be replaced when the original grant runs out. Foundations seem to be willing to take some risks in trying new approaches that others are not.

2. Institutions: This includes churches, schools, organizations. If a program is attached to an institution(s) that will support it financially, such as the Center for Urban Encounters, Minneapolis, its worries are fewer. However, this attachment is usually not enough money and more must be found. There are also sometimes strings attached to this kind of money.

3. Fees: Only the professional training schools, such as the National Self-Help Resource Center, Washington, D.C., and the National Training/Information Center, Chicago, dealing with organizers and sometimes staff can charge enough tuition to make it a significant part of funding. For small neighborhood groups, fees are nominal, if they exist at all.

4. Sales: Some programs do make money by selling publications such as CITP with its very professional manuals. Some have extensive publications lists as Midwest Academy and CIS. Some sell actual course material as the Chamber of Commerce.

5. Individuals: Only a few programs have developed over a number of years significant funding from individual contributors. Included in this group is CIS.

6. Corporations/Labor Unions: Again, some programs have received funding from these sources. Minneapolis Citizen Power began with a union contribution; CIS receives money from a number of Chicago businesses.

Fund-raising for many programs is a constant problem, often with a staff person assigned to just this task. A sound financial

base is, of course, everyone's dream. Almost without exception everyone we interviewed who was involved in the administration of a program mentioned finance as a problem. Most believed that a mix of funding base was imperative to long life and stability. Programs dependent entirely on one source of income were immediately in trouble. Because of the low economic level of most client groups, third party funding is the rule, not the exception.

EVALUATION

Most programs we looked at did not have sophisticated evaluation processes. Indeed, many believe that it is virtually impossible to quantify citizen training results or to see whether leadership is really emerging as a direct result of the training. Most programs can point to "stars" — those participants who have become leaders within the neighborhood or larger community. Some programs point to issues in the community which they believe were resolved due to their training of a group.

Methods of evaluation currently in use include:

1. Attitudinal surveys: Usually done at beginning and end of course to determine changes. Often difficult to interpret due to the different stages of development of the participants.

2. Participant evaluation: Done by group members after each meeting or after entire course; can include comments about usefulness of presentation and/or written materials, about training techniques and general comments.

3. Observation: Can include observation of individual participation as well as the actual functioning of members in a group.

4. Informal feedback: Comments made by participants after training. Sometimes volunteered at a future time, particularly if there is an on-going connection between the trainer(s) and the group. Includes requests for more training and requests from other groups due to positive comments they have heard.

5. Personal interviews: In-depth feedback on training content, techniques and their effects. Sometimes done by a professional interviewer.

Some program developers and evaluators believe that the evaluation should be written into the original training design. If outside evaluators are used, particularly as observers, there is also a need for the group to understand why the evaluator is there and to accept his/her presence. Some of the indications of the group's progress and training results will be participant reactions, whether or not the participants buy-in to the group's decisions, if a goal(s) is accomplished and whether or not the group has some concrete results.

Not only is it difficult to put this kind of training result into hard data, the expense of doing the evaluation often makes it impractical. CIS is conducting a year-long major evaluation, funded by a large grant, of its 25 years of training. It will involve mailed surveys, computer analysis, and about 100 in-depth personal interviews.

CCD is undertaking a major evaluative effort with a current project called North St. Louis Urban Thrust, which deals with training and technical assistance for four neighborhoods working toward visible and physical community betterment on the City's north side. Teams of two evaluators observe each group meeting and then meet monthly with the project's advisory council. To measure participation and group involvement an evaluation instrument was designed. The financial ability to do this monitoring and evaluation is due to the cooperation of the Midwest Community Education Development Center at the University of Missouri-St. Louis, which is providing the technical assistance and graduate students as evaluator/observers at far less cost than would be normally possible. Massive evaluations such as either of these could easily run $10,000 or more.

SECONDARY SCHOOL PROGRAMS

> Preparing for citizenship is a 'basic' responsibility of education. The 1978 National Assessment of Education Progress reports that during the first half of the 1970's, U.S. teenagers showed a decline in their understanding of and willingness to participate in the political process. Declines were also noted in student knowledge of the structure and functions of government and their recognition of and support for principles of our Constitution. Such findings indicate a pressing need to revitalize civic education programs in our nation's schools.

Such is the rationale for the 1979 National Conference on Civic Education. It is also the rationale for a great body of information dealing with citizenship education in the secondary schools. Since this was not the original focus of our study, we did not spend a great deal of time on this aspect of citizen education. However,

there is no question that if we, as a nation, did a better job in the secondary schools, some of the citizen training would be unnecessary. This is not the case. Nor is it yet true that equal educational opportunity means equally high quality education and, indeed, many of the groups served by the training programs are the same ones that do not benefit equally from our public school system.

The secondary school programs can have different emphasis. One program, the Citizenship Education Clearing House (CECH) in St. Louis, concentrates on training school staff (teachers and administrators) in citizenship projects for their students. The Educational Leadership Project of the Danforth Foundation in St. Louis concentrates on using pre-selected teachers and juniors and seniors from area high schools for once-a-month meetings in an 18-month program. Leadership skills are emphasized along with information about community issues. Citizenship education can include a study of the legislative process or, as one small group did, writing a newsletter with information about a prospective election. This program concept has spread to several other cities -- such as Kansas City, Indianapolis, Dayton -- with the groups participating together in a ten-day summer camp experience.

Another focus was found in the programming of the Institute for Political and Legal Education (IPLE) in New Jersey. Its stated purpose is "to turn students on to active citizenship." IPLE trains teachers in its curriculum and also does some work directly with students. A school actually "adopts" the program and then the

training begins. The students who participate in the program are pre-selected on criteria such as potential leadership, sense of responsibility and a desire to serve school and community. There are also criteria for staff such as adequate time and ability to work with community leaders. The actual content includes information about politics, government and law. The techniques include a lot of hands-on experience including running a campaign and visiting with legislators.

Some secondary school training is also done by some of the League of Women Voters groups such as CAVIC. CAVIC does two days of practical politics classes per semester as part of civics curriculum. Included is information about voter registration, use of a voting machine, political party participation, and communicating with public officials. Last year, CAVIC worked with over 4500 students in this way.

IPLE notes that in a survey of 600 New Jersey high school students 79% were unable to name local, state or federal representatives, 94% didn't know how to register to vote and 60% expressed disillusionment with the system. The secondary schools are obviously fertile ground for these kinds of training programs.

GUIDE FOR ASSESSING
COMMUNITY TRAINING NEEDS

USE OF THE GUIDE

The following Guide is for use by those who wish to establish or to change an on-going citizen training program. The Guide covers those areas that we believe should be addressed by those in charge.

It would be unrealistic to expect a trouble-free program. However, those involved with programs we surveyed recognized that some of their problems should have been dealt with from the programs' inception. Problems of staff, funding and evaluation were most often mentioned. Good planning will not guarantee a successful program, but it certainly gives it a solid foundation.

The Guide will also be useful to those who fund and/or evaluate citizen training programs since it identifies the questions that need to be asked to discover the depth of planning that has gone into conceiving such a program. For those who provide funding, if the questions can be adequately answered, the program has a reasonable chance of success, making it a worthwhile investment. For those who evaluate, the questions can be used to analyze an on-going program.

Parts of the Guide can also be utilized by those involved in other than citizen training programs. A great part of the Guide is useful for any kind of training program. Sections of the Guide may also be of use when assessing unrelated projects such as a new service or program offered to a community. The sections on Funding and Evaluation would be particularly relevant.

GUIDE FOR ASSESSING COMMUNITY TRAINING NEEDS

Community Need

1. What training is available for your area?
2. Is there a "market" for your training?

Purpose and Philosophy

1. What is the rationale for providing the training?
2. What is the goal for providing the training?
3. What are the objectives of the training?
4. What philosophy will the training espouse?
5. How will the philosophy be accepted (viewed) in the community?
6. If there is an adjunct organization, what is its philosophy?

Staff

1. What skills are needed to run the program?
2. What skills are needed to meet the objectives of the training?
3. How many staff could the program afford?
4. Is trained staff readily available in the area?
5. What minority and/or bilingual considerations are there?
6. Could community people be trained to work in the program?
7. Could volunteers be used in a useful manner?
8. Is training available for the volunteers?

Clients

1. Who are the potential clients for the training?
2. How could the program reach them?

3. Will the clients be willing to take part in such a program?

4. How many different kinds of clients is the program able to work with?

5. Are there enough potential clients to make a program worthwhile?

6. If fees are used, could the clients afford to pay them?

Neighborhood Groups

1. Are there organized neighborhood and/or community groups?

2. Is it important that participants be a member of the groups?

3. Is the training worthwhile for individuals as well as group members?

4. Could the training be done in conjunction with another organization that already relates to such groups, e.g., the Urban League?

5. What are the goals of the neighborhood groups that might want the training, e.g., leadership development; citizen action?

Pre-selected Leaders

1. From what groups are the leaders coming? Will they be compatible?

2. How will they be selected?

3. What are they going to do with the training? Do they have a commitment back to their groups?

4. Could area-wide networking be effected as an adjunct goal to the training? How will this be handled?

Agencies

1. What kind, if any, in-house training do the agencies provide?

2. Are they willing to use outside trainers?

3. What kinds of fees are they willing to pay?

Special Interest Groups

1. Are such groups identifiable?

2. Could the training be related to the special interest?

3. Is there available expertise on the issue if that is what is needed?

Program Content

Organizational Skills/Issues

1. Which skills do clients perceive as their need?

2. Which organizational skills should be offered?

3. What issue information is relevant?

4. Is there staff capable of teaching the content?

5. What kind of on-going consultation and/or technical assistance could be offered?

Leadership

1. Which skills need emphasis to encourage leadership in the groups which the program is serving?

2. Could opportunities be made available for individuals to try leadership skills?

3. Could the program offer enough information so that leaders would have some expertise to share with followers?

4. What content will enforce the concept of the legitimacy of citizen leadership?

Pre-assessment

1. How will pre-assessment be handled?

2. Who will do it?

3. What information is necessary?

4. How flexible could the content be for individualizing with groups?

Class Length

1. How much time does the training need?

2. Which content needs a workshop design? Which a course design? Which intensive time commitment?

3. What kind of format will work with potential clients?

Class Size

1. Is there a minimum or maximum number of participants for the type of training involved?

2. Who is responsible for attendance? How will it be handled?

3. Will there be advance registration? A participant-paid fee?

4. Could the training be offered through a guaranteed attendance program such as CETA or schools?

5. What kinds of methods will be used to encourage attendance? Homework, social time?

Recognition

1. Will recognition be given after training is completed?

2. How? Certificates? Graduation?

3. Could continuing education credits be given?

4. Could the course work apply to high school or college credits?

Training Techniques

1. Is some variety in techniques desirable?

2. Which techniques will work best with participants?

3. Which techniques are best used with which type of content? Which will reinforce skills?

4. With which methods are the trainers most comfortable?

5. Does the staff need technique training?

6. Are there time limitations on training which affect the use of techniques?

7. Are there financial and expertise considerations for some of the techniques?

Resources

1. What staff is available for work on resource materials? Is the expertise available?

2. How much money is available for resource development? Can the resources be designed to pay for themselves?

3. Which are the necessities for the program? Which are extras?

Public Relations

1. What materials are necessary to advertise/recruit clients?

2. What materials will be used for fund-raising?

3. Is an Annual Report necessary? For whom?

Publications

1. What kinds of hand-outs are necessary for the training?

2. Are textbooks needed? How-to-manuals?

3. Will publications be written specifically for participants or also to sell?

4. Could materials from other programs be used? Adapted to local needs?

Course Materials

1. Could the training materials be published to sell/use as a complete course?

2. Is a discussion leader's manual and/or printed curriculum necessary?

Newsletters

1. Who is the audience for the newsletter?

2. What is its objective?

3. Is it an integral part of the training objectives?

Audio-visuals

1. What are the reasons for using them?

2. What content is suitable for audio-visual treatment?

3. Could those from other programs be used?

Funding

1. How much money is needed to fund the program? Is this flexible? What could be cut or added?

2. Are there considerations in funding, e.g., if attached to another organization, are there limits or restrictions on how fund-raising is done?

3. How will a funding base be maintained? Is enough staff and time devoted to this effort?

4. What kind of funding mix is desirable?

Foundations

1. Are there foundations interested in this kind of program?

2. What provisions are there for when the grant runs out?

Institutions

1. Could the program become an adjunct to an institution that will help with funding?

2. Will there be strings attached to this funding?

Fees

1. Will fees be charged?

2. How much of the cost could be covered by fees?

3. Will fees restrict client groups?

4. Who is responsible for collecting fees?

Sales

1. What training products can be sold? Publications, course materials?

2. What methods will be used to advertise and sell?

Individuals

1. Does the program have the capability of attracting a significant number of individual contributors?

2. Could lists from other programs or organizations be used?

Corporations/Labor Unions (Contributors)

Does the program have the capability of attracting corporate and/or labor union support?

Evaluation

1. What does the program want to evaluate?

2. What does the program want to learn from the evaluation?

3. What kinds of evaluations are desirable? Surveys, interviews?

4. How much money can be used for the evaluation?

5. What will be done with the evaluation?

6. Who will do the evaluation? Staff, outside evaluators?

7. When will the evaluation be done?

8. How can the evaluation be written into the original program design?

FUTURE POSSIBILITIES FOR ST. LOUIS

FUTURE COMMUNITY TRAINING POSSIBILITIES FOR ST. LOUIS

The following are suggestions that could be implemented in St. Louis or elsewhere. All have a basis in our Findings: some are modeled after other programs; some were suggested to us by others during the study; some we designed. An in-depth look at our specific recommendation for St. Louis follows this section.

Citizen Training Model

Workshop Design:

1. Expand CIRC Workshops via increased community outreach and further program development

2. Expand CIRC Workshops to include more agencies as clients such as the Community Development Agency or social welfare agencies. Work with agency and/or their clients.

3. Develop workshop material in written form so that it can be readily used by others.

4. Design a series of workshops to be used state-wide by groups or pre-selected leaders of groups, e.g., Self-Advocacy.

Course Design:

1. Design a complete course in citizen education modeled after CIS.

2. Write such a curriculum and use in conjunction with the Urban League or other such organization.

3. Develop a program to be used in conjunction with area churches.

4. Develop a leaders training program for use with pre-selected group leaders, e.g., John McClusky's proposal.

5. Develop a citizen education program based on values, e.g., Institute for the Study of Civic Values.

6. Develop a curriculum for use in the community schools.

7. Use the Chamber of Commerce course to teach political skills to civic groups.

8. Develop a curriculum in conjunction with the Community Colleges or UMSL extension program.

9. Establish a Citizen Education Institute including on-going courses, training teachers, and training community leaders.

Organizer Model:

1. Hire a trainer to come to St. Louis to train organizers for local groups to organize for action, based on an issue or improvement of a geographical area.

2. Hire an organizer/trainer to train such local groups in community action techniques.

3. Send selected neighborhood leaders or organizers to one of the national training schools.

Secondary School Model:

1. Develop curricula for secondary schools, e.g., CECH.

2. Develop a one- or two-day seminar for use in secondary schools.

3. Promote the IPLE program for use in schools and encourage its adoption.

Support Network Model:

1. Write and publish informational handouts based on formats used in other areas; to be offered for use by local training projects.

2. Write and publish how-to-manuals relevant to St. Louis.

3. Develop a metropolitan newsletter aimed at neighborhood groups or citizen education professionals.

4. Publish a list of training available in St. Louis and/or Midwest for use by neighborhood and community groups or training professionals.

5. Publish a list of qualified local trainers and their field of expertise for use by neighborhood and community groups or professionals.

RECOMMENDATION

Our recommendation for St. Louis is the establishment of a Center for Citizen Leadership, Education, and Development -- hereafter known as LEAD. This recommendation is based on our findings, interviews and research on both the national and local levels. Nationally we found:

1. Duplication of training and administration;

2. Little or no communication between training programs and/or trainers in metropolitan areas (some did not know others existed);

3. Competition for funding;

4. No one place for a neighborhood or community group to find out about training; community outreach workers did not necessarily

know of other training available or trainers if they could not provide something for a group.

Locally, we found these same concerns except for the first. There is little duplication in St. Louis mainly due to little training available. St. Louis, for a metropolitan area of its size, offers less in citizen training than most other locations. We did find programs and agencies that offered training (it was not their main goal) that was provided either in-house by persons who were not professional trainers or contracted out, usually to firms located outside of the St. Louis area.

Our concept of LEAD, we believe, would address these concerns. We envision a not-for-profit Center attached to a University, possibly the University of Missouri-St. Louis which is already committed to community outreach. The Center would, in one location, house those few training programs already in existence and become a Center for developing new and innovative programs. The Center would be a community contact point for training which would be an advantage both to those wishing training and trainers alike.

The Center would be an educational institution. Clients would include neighborhood and community groups as well as agencies. Individuals would also be able to attend classes. Long-term classes as well as short-term workshops could be offered. With a group of trainers, the variety could be extensive. Classes could be held at the Center itself or "taken out" to neighborhood locations. The Center itself could become a neutral meeting ground for groups and

act as a catalyst for networking. Clients would be able to contract, not necessarily for a fee, with the Center for the training desired. By being attached to a University and with a pool of trainers, many kinds of technical assistance would be available.

We feel that the Center should have a small full-time staff (three to five persons) and, in addition, draw on other professionals on a part-time basis. During our study, we found a nucleus of professionals in St. Louis who are interested in the concept of citizen education whether it be for neighborhood groups, secondary schools, agencies or special interest groups. Some would be willing to work at the Center full-time. Since others have full-time professions (in education, for example), we believe a Center could use them on a part-time basis. A corps of volunteers is also a possibility in addition to the staff.

As an adjunct to a University, there is the possibility of the Center's becoming a national lab school for training of trainers, and for developing and testing new programs. It would certainly be in the position to bring in nationally recognized experts to speak to and to work with the staff. The staff itself could share expertise and train others in training techniques.

With a large number of trainers, techniques can be shared and developed. More expensive techniques such as those using audio-visual aids become possible with shared expertise, expense and equipment. Any classes held at the Center would not have to worry about moving equipment.

The Center would provide a financial base for training as, hopefully, the University would be able to give a small base of continuing support. Foundation funding could be sought for new and innovative programs. For instance, much of the start-up costs for such a Center would probably have to come from a foundation. The cost for the first year of the Center would be in the range of $150,000.

With a group of expert trainers, the Center would be able to contract, for a fee, with agencies, secondary schools and the like. Such fees would help to offset the cost of training for neighborhood and community groups which usually must be paid for by a third party. Interested individuals, corporations and labor unions would be contacted for additional financial help.

Community visibility and outreach would be enhanced. With several outreach workers from the same Center rather than from competing training programs, the visibility should be much greater. Public relations and printed materials would not be duplicated. Actual course materials could be developed to be used and/or adapted for many training situations. A newsletter would certainly be possible.

By being attached to a University, the Center would become a training ground in itself for those in the field of evaluation. The University setting offers students and faculty to work as observers and to design programs. It also offers such auxiliary services as computer capability to help with evaluations that use computer

techniques. The original proposal for such a Center would include specific goals and standards against which an evaluation can be done. The actual structure of such an evaluation would be an integral part of the entire proposal.

This is, as we have noted, not the only possibility for St. Louis. We do not believe that enough is now being done in St. Louis. Unless we start developing leadership on the neighborhood level, the fragmentation that is apparent in our community along geographical, governmental, political and racial lines will continue. With this on-going fragmentation, progress for the metropolitan area will be in the far distant future.

RESOURCES

RESOURCES EXAMINED

The following were used as resources in doing this study. These materials were ones we knew about, we discovered during the study, or were suggested to us by others. This is, in no way, a comprehensive list of resources available. Many programs have extensive resource lists, including their own publications. Almost all of the publications listed here have their own resource lists.

BACKGROUND MATERIALS

The following background materials were used as readings in the theories of leadership, organization and citizen involvement.

Appleby, Michael. "Organizing Participatory Public Decisions." Blacksburg, VA: Virginia Polytechnic Institute and State University, 1978.

Burns, James MacGregor. Leadership. New York: Harper & Row, Publishers, 1978.

Council of Planning Librarians. Citizen Participation Technology. (Publication #1329). Urbana-Champaign: The University of Illinois, 1977.

Cox, Fred M.,et al. (eds.). Strategies of Community Organization, 2nd ed. Itasca, IL: F.E.Peacock Publishers, Inc., 1977.

Hersey, Paul, and Kenneth H. Blanchard. Management of Organizational Behavior: Utilizing Human Resources. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Langton, Stuart (ed.). Citizen Participation in America. Lexington, MA: D.C. Heath and Company, 1978.

League of Women Voters of the United States. Is Politics Your Job? (Publication #79). Washington,D.C.: LWVUS, 1969.

Lincoln Filene Center for Citizenship and Public Affairs. "Briefing Papers" for Workshops held at The National Conference on Citizen Participation, Washington, D.C., September 1978. Medford, MA: Tufts University, 1978.

Lind, Alden E. "The Future of Citizen Involvement." The Futurist, (Dec. 1975), 316-328.

Nord, Walter R. (ed.). Concepts and Controversy in Organizational Behavior, 2nd ed. Santa Monica, CA: Goodyear Publishing Company, Inc., 1976.

COURSE MATERIALS

The following materials were used as readings in curriculum development and design.

Chamber of Commerce of the United States. Action Course in Practical Politics: Discussion Leader's Manual; Informational Pamphlets; Supplementary Materials. Washington,D.C.: Public Affairs Department, Chamber of Commerce of the United States, 1974.

Citizens for Community Development. The Beginners Guide to Neighborhood Fund-Raising. St. Louis: CCD, 1978.

Citizens Information Service. "Curriculum for Community Leadership Training Class." Chicago, IL : CIS, 1979.

League of Women Voters of Minneapolis. Citizen Power: Citizenship Education for Minneapolis Residents. Minneapolis: LWV-Minneapolis, 1970.

League of Women Voters of New York State. Self-Advocacy for New York's Citizens, and Discussion Leader's Guide. New York: LWVNYS, 1978.

League of Women Voters of the United States. How To Do A Leadership Development Course in the Inner City. Washington,D.C. LWV, 1968.

Pfeiffer, J.William, and John E. Jones (eds.), Handbooks of Structured Experiences for Human Relations Training I-VII. San Diego: University Associates, 1979.

Schwartz, Edward. Building Community: An eight-unit course aimed at exploring the values and issues of modern urban neighborhoods. Philadelphia: Institute for the Study of Civic Values, 1976.

HOW-TO MANUALS

The following how-to materials were used as readings in leadership, organization and issue skills.

Citizen Involvement Training Project Manuals.

Biagi,Bob. Working Together: A Manual for Helping Groups Work More Effectively.

Dale, Duane. How to Make Citizen Involvement Work: Strategies for Developing Clout.

Dale, Duane and Nancy Mitiguy. Planning for a Change: A Citizen's Guide to Creative Planning and Program Development.

Dale, Duane, et al. Beyond Experts: A Guide for Citizen Group Training.

Gordon, Robbie. We Interrupt This Program...A Citizen's Guide to Using the Media for Social Change.

Mitiguy, Nancy. The Rich Get Richer and the Poor Write Proposals.

Speeter, Greg. Playing Their Game Our Way: Using the Political Process to Meet Community Needs.

Speeter, Greg. Power: A Repossession Manual; Organizing Strategies for Citizens.

Amherst, MA; Cooperative Extension Service, University of Massachusetts at Amherst, 1979.

Citizens Information Service. "Easier Ways to Organize Groups." Chicago: CIS, 1978.

Community Crisis Intervention Project. Community Crisis Pamphlet Series: "Evening the Odds Through Training," "You're on Candid Camera," "Organizing a Consumer Food Co-op." "Having a Conference." St.Louis: Social Science Institute, Washington University, 1972.

Du Bro, Paul L. Neighborhood Property Management Manual. St. Louis: Citizens for Community Development, 1978.

Gordon, Dr. Thomas. Leader Effectiveness Training. New York: Wyden Books, 1977.

Hamburg, Jill. Where It's At: A Research Guide for Community Organizing. Boston: New England Free Press, 1967.

APPENDIX A:
INTERVIEWS and WORKSHOPS

INTERVIEWS

The following interviews were held during the year to further our understanding of citizen training and programs, and leadership and skill development. The interviews were in-depth, provided valuable insights, and contributed to our findings.

> Brackett, Ann, President; Betty Willhoite, Vice President; Mattye Nelson, community outreach worker in the black community, and Sijisfredo Aviles, in the Spanish speaking community, Citizens Information Service, Chicago.

CIS has been involved in citizen training for 25 years, primarily for groups in the inner city and Latino areas of Chicago. As field workers (community outreach workers) for CIS, Ms. Nelson and Mr. Aviles worked both in teaching classes and in developing and setting them up for neighborhood and community groups. Both Willhoite and Brackett have worked with the program as administrators. Their combined citizen training expertise includes facets such as: recruiting teachers, community group training needs and recognition, evaluation, fund-raising, publications.

> Crump, Martha, Urban Planner, Community Development Agency, City of St. Louis.

Ms. Crump trains citizen groups in connection with her work with these groups as a planner for the CDA. She provides training on a continuing basis including skills, planning, administration, and fund-raising. She provides technical assistance as necessary.

Dawson, Karen, Ph.D., Political Science, faculty of Washington University, St. Louis.

Dr. Dawson recently worked for two years on the Citizen Education Task Force of the Office of Education, Department of Health, Education, and Welfare in Washington, D.C. She worked on preparation of CETF's Dialogue papers on citizen education and its current status. One of her major interests is in evaluation of citizen education which she believes is difficult at best and should be written into programs from their inception. She is interested in trying to measure results such as voter turn-out in relation to education on a certain issue and in-depth interviewing which would ascertain persons' satisfaction with their involvement in the political process.

Fohrman, Mari, Administrator, Latino Institute, Chicago.

Ms. Fohrman is involved with program development for the Latino Institute, which provides parent leadership training for the Latino community of Chicago. The efforts of the Institute are toward increasing the involvement of Latinos, particularly in the Chicago Public Schools. The Institute's program is an example of a program that is working with minority groups in major U.S. cities.

Harbaugh, Bonnie, Coordinator, Cleveland Area Voter Information Center, Cleveland.

Ms. Harbaugh is involved in program, organization, and administration aspects of the center including fund-raising. She

has experience working with a community advisory board for the program which is widely representative of Cleveland's various communities. CAVIC is an example of a program that has a working relationship with a community college.

Holtzman, Linda, former Director, Citizens for Community Development, St. Louis

Until spring 1979, Ms. Holtzman served as director for CCD, which provides leadership training with an action link primarily in the St. Louis City. She has been active in program development, training, fund-raising, and evaluation. CCD was able to increase its funding significantly within a short time span, progressing from $32,000 to $200,000 in less than three years and thus, able to provide varied training. One of its projects is North St. Louis Urban Thrust, which deals with goals clarification and priority setting within neighborhood groups. It has an extensive evaluation component done in conjunction with the Midwest Community Education Development Center.

Jackson, Otis, Ph.D., Director, Educational Leadership Project and St. Louis Leadership Program and Program Executive, Danforth Foundation, St. Louis.

Dr. Jackson's background is in the area of training preselected leaders on both the secondary school and adult levels. The Educational Leadership Project works with students and faculty of some 20 high schools in St. Louis and St. Louis County. The project provides alternative learning experiences for the participants and encourages leadership competence. Project participants

take part in the National Leadership Conference with other such programs from the country in a ten-day summer camp experience focusing on leadership skills in-depth with the view to applying principles in the community. The St. Louis Leadership Program works with adults who have demonstrated leadership qualities in the community by providing them with additional leadership and community training and experiences to promote their development.

Lafayette, Bernard, Central Regional Director, National Institute for Campus Ministry, St. Louis; teacher of non-violent strategies, Washington University, St. Louis.

Dr. Lafayette served as an organizer for the Student Non-violent Coordinating Council (SNCC) during the early 1960's, including in Selma, Alabama as part of SNCC's voter registration project. He has strong interest in the low key leadership style with positive reinforcement, person to person communication and inclusion of all persons who are interested. He also places strong emphasis on the role of the church in the black community as the strongest stable influence and as a place for leadership development.

Laue, James, Ph.D., Sociology, Director, Center for Metropolitan Studies, University of Missouri-St. Louis.

As an authority on conflict resolution, Dr. Laue has been involved in training citizens in this skill. Through the Center he has been involved in collecting data about neighborhood and community groups. He also works as a consultant for some of these groups.

Magnani, David, Ed.D., Project Coordinator, Citizen Involvement Training Project, Amherst, Massachusetts.

Dr. Magnani helped to develop the project, curricula, resource material, and the resource library. CITP is a three-year, state-wide pilot project funded in 1976 with a possible goal of developing similar programs in other states. It is an example of citizen training sponsored by a university (Massachusetts), cooperating with an extension service and other local and state agencies.

Mahone, Juanita, Teacher, Citizens Information Service, Chicago.

As a former CIS class participant and now a teacher of CIS courses, Ms. Mahone sees the impact of CIS from both perspectives. She believes it is particularly important for the participants to see how the political system works and how to make politics work for the citizen. She considers active participation, including field trips, assignments, and discussions with invited speakers as effective techniques of citizen education.

McClusky, John, Ph.D., Political Science, Director, Lindenwood IV's B.A. and M.A. Voluntary Association Administration Program, St. Louis.

McClusky has a strong interest in the volunteer role in society. His program is the volunteer sector equivalent of the MBA in the private sector. He would like to apply some of the content and techniques used in these programs to citizen groups which often are mainly volunteer. He would particularly like to work with pre-selected leaders of such groups on a continuing basis.

Minert, Sherry, Program Coordinator, Citizens Information Service, Chicago.

As program coordinator, Ms. Minert primarily works with the CIS field workers and in the area of program development. She has developed, in conjunction with a community council of neighborhood groups an in-depth 17-session class which provides community leadership training. The course concentrates on where to get information, how to assess it and where citizens can participate. The curriculum stresses political awareness, organization skills, and in-depth information on specific issues.

Mlnarik, Bess, League of Women Voters of Minneapolis.

Ms. Mlnarik was instrumental in developing and teaching the League's "Citizen Power" course in Minneapolis. The course has been taught extensively in conjunction with the CETA program and handicapped groups and uses numerous resource people to provide local government and other expertise.

Nance, Everette, Ed.D., Director, Midwest Community Education Development Center, University of Missouri-St. Louis.

Dr. Nance works with community school and neighborhood groups. The Midwest Center is a consulting service which assists in initiating community education programs, surveying needs and resources, and identifying sources of funding. His interests include training advisory groups as well as extensive work in the area of evaluation techniques for citizen education programs.

Salem, Greta, Ph.D., Political Science, faculty, DePaul University, Chicago.

Dr. Salem wrote her dissertation on the advantages and disadvantages of citizen participation using the 44th ward assembly in Chicago as an example of theory in practice. The study demonstrated that participants must feel needed, the importance of beginning participation in small groups, the importance of "internship" for groups to gain self-confidence before participating and for asserting some leadership in their communities. Evaluation is also an interest and she is currently conducting the evaluation of the 25-year old CIS in Chicago as to the impact of its program on participants.

Schwartz, Edward, President, Institute for the Study of Civic Values, Philadelphia. (Notes taken from presentation at the National Conference on Citizen Participation, September 1978, Washington, D.C.)

Mr. Schwartz developed an eight-unit course aimed at exploring the values and issues of urban neighborhoods. It focuses on how community leaders can apply the broad principles of justice to problems of security, reciprocity, and fellowship in their neighborhoods. His program has a strong humanistic approach in helping citizens move from a complaint to a goal. Schwartz is also the major force behind the Alliance for Citizen Education organization which is a network of citizen educators from religious, labor, neighborhood and youth groups.

Wallace, Carol, and Joan McKinley, League of Women Voters of New York State.

Ms. Wallace and Ms. McKinley were involved in developing, writing and producing a program that deals with self-advocacy for New York State citizens. The program originated as a series of workshops for senior citizen organizations in 1977-78 under a grant from the New York State Office for the Aging. It has now been rewritten for use with a variety of community groups.

Witte, Vicky, former Executive Director, Citizens Information Resource Center, a service of the League of Women Voters of Metropolitan St. Louis.

Ms. Witte was instrumental in developing curriculum materials and doing community outreach work for CIRC. She is particularly knowledgeable about the workshop design for training and doing pre-assessment with neighborhood and community groups.

WORKSHOPS

The following workshops were attended in St. Louis and added information to our study.

National Community Education Workshop, Woodrow Ginsburg, Center for Community Change, Washington, D.C., October, 1978.

CCC provides technical aid to citizen groups on the subject of government programs such as Community Development Block grants, Revenue Sharing, CETA. It also provides Action Guides on CETA, CD and the local budget process. Its focus is on improving communities. Advisory assistance, some mediation, assistance in

writing grants, and help with setting up management of grants are provided. CCC emphasizes building coalitions to get things done in a community.

Citizenship Education Clearing Housing, Mildred E. Bastian Lecture on Citizenship Education delivered by Dr. Fred M. Newmann, University of Wisconsin-Madison, March 15, 1979, St. Louis.

Dr. Newmann spoke to the question of "What form of citizen participation is appropriate in a technologically advanced society that professes to be a democracy?" To answer this question, he began by explaining two dominant conceptions of citizen participation in democratic theory: those of the "participatory idealist" and the "elitist pluralist." He then spoke to why the concepts need to be reconciled and suggested steps that educators need to take to preserve them. Copies of the speech are available from CECH at 5331 Enright, St. Louis, MO 63112.

APPENDIX B:

TYPOLOGY OF TRAINING PROGRAM MODELS

TYPOLOGY OF TRAINING PROGRAM MODELS

The following typology of training program models divides the programs we surveyed into four categories. In doing the survey, we noted that programs usually have a major focus. The categories give an idea of the major focus, though they are not mutually exclusive. For example, a citizen training program may also do training in secondary schools. In the following program section, we have identified the programs by their category to give the reader an easy way to distinguish those programs he/she may want to contact for further information.

The four categories are:

1. Citizen -- training is focused for neighborhood and community groups with emphasis on organizational and leadership skills coupled with political and issue information; training is usually done in the community.

2. Organizer -- training is primarily for professional organizers and citizen activists with an emphasis on how to organize others; students usually attend sessions at the program's headquarters or in major cities.

3. Secondary School -- training is designed for use in schools, usually with the classroom teacher receiving special training to do it; government and political information is the usual emphasis.

4. Support Network -- these programs offer a multitude of services to the above three types of programs; services include training designs, technical assistance, newsletters to encourage national networking.

TRAINING PROGRAM MODELS

	CITIZEN	ORGANIZER	SECONDARY SCHOOL	SUPPORT NETWORK FOR TRAINING PROGRAMS
LOCATION	Nationwide with emphasis on both coasts and midwest			
DATE ESTABLISHED	Primarily mid 1960's to present			
PHILOSOPHY	Educating or organizing	Organizing	Educating	Educating or organizing
CLIENTS	Neighborhood or community groups; their pre-selected leaders; agencies; special interest groups	Professional organizers; citizen activists	Secondary students; teachers; administrators	Formalized groups; institutions as community colleges
CLASS LENGTH	Workshop: 1/2 day to 2 days Course: 4-17 weeks	Intensive: several days to one year	One or two days; throughout the semester	Designs modules for others to use
CONTENT	Organizational and leadership skills; issue information; political education; consultation	Professional organizing skills	Citizenship education; government; political information	Specific skills; technical assistance
TECHNIQUES	Lecture; assisted lecture; participatory techniques			
FEES	Nominal, if any; third party payment	$250-$600; some scholarship help	Covered by schools	Fees for services; fees for membership
EXAMPLES	Workshop: CIRC; CITP; PICO Course: CIS; CCD; Institute for Civic Values	IAF; The Institute; Midwest Academy; Organize, Inc.	CECH; Educational Leadership Project; IPLE	Center for Community Change; National Self-Help Resource Center

APPENDIX C:
PROGRAMS

PROGRAM: Center for Urban Encounters
3410 University Ave. S.E.
Minneapolis, MN 55414
(612) 331-6210
Church affiliated

MODEL: ORGANIZER

ESTABLISHED: 1970

PURPOSE & PHILOSOPHY: "If you want a future in organizing or want to sharpen your skills as a staff person, community leader or activist, contact CUE."

CLIENTS: Professional organizers; citizen groups; special interest groups (handicapped etc.); church personnel; VISTA volunteers.

STAFF: Executive Director: Rev. William R. Grace
Associate Director
Associate for Training
Associate for Administration

CONTENT: Organizers Seminar; Consultation; Internships for the career organizer; Leadership development for citizen organizations; Special Seminars and Workshops done in cooperation with other organizations.

Skills: organizing; organizational; developing goals and objectives; use of power; issue information, strategies and tactics; media.

TECHNIQUES: Seminars; films; readings; field work; research assignments; role playing; individual conferences.

RESOURCES: Informational brochure, Annual Report; Class outlines

FUNDING: Grants from Church Organizations; Fees.
Fee for Organizers' Seminar- $250; some scholarship help available. 1977 budget of $70,000.

OTHER: In 1977, CUE trained over 900 participants with 60 major seminars and training programs. CUE operates primarily in metropolitan Minneapolis, Minnesota, and nearby states.

PROGRAM: Citizen Involvement & Community Development

% Michael Appleby
Div. of Environmental & Urban Systems
VPI and State University
Blacksburg, VA 24061
(703) 961-5506

MODEL: Citizen Training

ESTABLISHED:

PURPOSE & PHILOSOPHY: To provide workshops and training sessions
"I am committed to a process of developing participatory competence at all levels of public activities. I provide training in the use of participatory methods and try to share my tools as broadly as I can. My commitment is to participatory democracy."

CLIENTS: Community Groups - EPA, DOT, U.S. Forest Service, Health Systems Agencies.

STAFF: M. Appleby
Associates where appropriate

CONTENT: Designing Citizen Participation efforts: organizing public planning or decision-making process.
Organizing & Implementing Participatory Public Decisions.
Nature of participation: research findings related to requirements to effect C.P. in public decisions.
Workshop on Making Participation Productive: to increase citizen involvement in on-going public programs. (HSAS)
Holding effective public meetings, workshops and hearings.
Team building for community development (organization problem solving and development).

TECHNIQUES:

small group brainstorming	lectures
technical presentations	applied problem-solving
questions & answers	group dynamics
discussions by participants	simulations
questionnaires	human relations training

RESOURCES:
"Organizing Participatory Public Decisions," by Appleby,39 pp.
"Proposal Review Process for Public Meetings"
"Catalog of Community Interaction Techniques:" information gathering, information distribution, interaction,special purpose.
"Meeting Arrangements: an Outline of Considerations in Planning a Meeting."
"Performance Criteria for Citizen Participation"
At work on a book Managing Community Change: Organizing Participatory Public Decisions.

FUNDING: By individual arrangement.

OTHER:

PROGRAM: Citizen Involvement Training Project (CITP)
Division of Continuing Education
University of Massachusetts
Amherst, MA 01003
(413) 545-3450
University affiliated

MODEL: Citizen Training

ESTABLISHED: 1976

PURPOSE & PHILOSOPHY: "Citizenship is a vocation for all of us--CITP hopes to train people to effectively fulfill that vocation, and to train for real self-reliance, not dependence on this program or anyone else's."

CLIENTS: Groups dealing with environmental issues, consumer advocacy, housing, health promotion/education, political advocacy, aging, women's issues, etc. Groups range from mandated citizens boards and councils to grass-roots organizations.

STAFF: Project Coordinator:Dave Magnani
Staff to carry out programs

CONTENT: Workshops on: Membership/Leadership (understanding your group's process); Understanding needs surveys (How a problem becomes a program); Where do we go from here? (Identifying roots of problems, successes and failures); Fund-raising; Organizing (issues, strategies, action); Accountability organizing (method for holding elected officials accountable to the stated concerns of the constituency); Training of trainers; Using the media; Bi-lingual training; Internal group process and program planning.

TECHNIQUES: Role-playing, simulations, testing out procedures, field trips, audio-visuals, use of participants needs and concerns as examples.

RESOURCES: Flyers on services, programs
Publications list
Eight training manuals for citizen involvement skills:
fund-raising; community organizing; program planning and evaluation; federal, state and local government; using the media; participation mechanisms; group process, citizen action training.

FUNDING: Sponsored by the Division of Continuing Education; grants from Kellogg, Blanchard and Polaroid Foundations.

OTHER:

PROGRAM: Citizen Power-Citizenship Education for Minneapolis Residents

League of Women Voters of Minneapolis
1200 2nd Ave. So.
Minneapolis, MN 55403
(612) 333-6319
League of Women Voters affiliated

MODEL: Citizen Training

ESTABLISHED: 1968

PURPOSE & PHILOSOPHY: To provide citizenship education with emphasis on local government. To provide information to work toward action and the knowledge necessary to know where & how to attack problems effectively and where to apply influence for change.
Belief that "a wider range of people should be involved in the political process. We hope to encourage the attitude that the political process is important to our everyday lives; that we each can have influence; and that citizenship is a two-way street of rights and responsibilities."

CLIENTS: Groups: community, school, senior adults, women's.

STAFF: Chairman: Bess Minarik
Volunteers

CONTENT: Ways of Influencing Community Action Other Than Voting:
How can one person influence government?
What can a group of people do to get community action or influence government?
How do political parties work to get community action?

Also offers programs dealing with community issues, e.g. welfare

TECHNIQUES: Classes with informal discussion
questions & answers
use of hypothetical situations
class participation
use of charts

Guest speakers, e.g. alderman, state senators, consumer activists

RESOURCES: Flyer describing program, guidelines for citizen education courses,
Course outline "Citizen Power"--Citizenship Education for Minneapolis Citizens.
Citizen Power-Mechanics of Voting,
Local Government,
Services provided primarily by local government,
Citizen Involvement in County, State & Federal Government,
Ways of Influencing Community Action other than voting.
Keyed to courses, e.g. political address cards, ACLU materials,
League of Women Voter publications

FUNDING: Labor organization grant

PROGRAM: Citizens For Community Development (CCD)
1408 N. Kingshighway, Room 208
St. Louis, MO 63115
(314) 361-6939

MODEL: Citizen Training
ESTABLISHED: 1975

PURPOSE & PHILOSOPHY: to provide a wide range of training, resources and assistance to organizations and residents of North St. Louis

CLIENTS: Community organizations, primarily north side of city

STAFF: Director: Louis Bryant
Training Co-ordinator
Research Co-ordinator
Acting Video Co-ordinator
Secretary; Office Manager

CONTENT: Leadership training;
goal clarification and priority setting;
budgeting;
how to write proposals
neighborhood property management
technical assistance: grantsmanship

TECHNIQUES: training seminars; courses through St. Louis Community Schools; teacher in-service training; video training programs

Seminars and courses: simulation, lectures, video training,

RESOURCES: "Beginners Guide to Neighborhood Fund-Raising"
"CCD/ ACCESS MANUAL - Media"
"CCD/ ACCESS MANUAL - Board of Alderman"
"Neighborhood Property Management Manual"

FUNDING: Grants from funding programs, corporations
$200,000 budget; $15 a course @ person

OTHER: evaluation by participants of programs; feedback every week of course; information and referral on public & private services;

PROGRAM: Citizens Information/Resource Center (CIRC)
A service of the League of Women Voters of Metropolitan St.Louis
2138 Woodson Rd. #5
St. Louis, MO 63114
(314) 429-6880
League of Women Voters affiliated

MODEL: Citizen Training

ESTABLISHED: 1975

PURPOSE & PHILOSOPHY: To carry out informational and educational programs about government to share with the St. Louis community the skills and knowledge developed by the League in its 60 years of studying government and issues.

Founded on the principle that good government depends on informed involved citizens.

CLIENTS: Citizen groups: special interests, youth, neighborhood, poor & powerless; individuals

STAFF: President - Pat Rich
Administration & Fund raising by board
Executive Director
Trained volunteer
Workshop leaders

CONTENT: Practical politcal skills and information
Understanding government and processes
Parliamentary procedure, organizational skills
Planning action strategy
Get out the vote and registration
Legislative lobbying

TECHNIQUES: Participatory Workshops: use of charts, questions & answers, brainstorming, problem solving exercises, small group discussions, lectures, slides.

RESOURCES: Promotional flyer
Publications: "Register & Vote", local government booklet, handouts related to course material
League of Women Voters publications related to content

FUNDING: Foundation grants, some contributions

OTHER:

PROGRAM: Citizens Information Service of Illinois
67 E. Madison
Chicago, IL 60603
(312) 236-0315
League of Women Voters affiliated

MODEL: Citizen Training

ESTABLISHED: 1953

PURPOSE & PHILOSOPHY: To provide information and skills to individuals and groups so that they may realistically assess their community problems, develop strategies to improve situations in the community, take and effective role in community affairs, and develop self-confidence.

CLIENTS: Neighborhood and community groups; advisory councils; governing boards; community organizations; anyone who wants to know about government, politics, community problems, welfare rights, schools and citizen participation.

STAFF: President: Ann Brackett
Administration and Fund-raising:CIS Board Members (volunteer)
Two community field workers (for Black and Spanish-speaking communities.)
Office workers including bi-lingual typist:
Class teachers:community people, alumni, hired on a contractual basis.

CONTENT: Courses of 4-16 weeks on organizational skills, political education; community issues; community education on law and justice--a course for a group can contain all or part of these components.
Recognition certificates are given at CIS graduations to those who complete the courses.

TECHNIQUES: Discussion; use of informational hand-outs; field trips; resource people; research assignments; field work. Class usually meets on a regular once-a-week basis for two hours at a location in the community selected by the group requesting the training. A class aide, paid, has the responsibility for attendance, including recruiting.

RESOURCES: Recruiting flyers; Annual Report
Publications catalog including CIS produced materials on such topics as government structure and community issues, and League of Women Voters materials. Many publications available in Spanish.
CIS Alumni Newsletter includes information on issues, upcoming conferences, CIS training.

FUNDING: Community contributions from individuals and businesses
Foundations
Fees: Nominal fee paid by group or the individuals.
1978-79 budget for training: $85,000.

OTHER: Programs can be done in Spanish.
Currently CIS is undertaking an evaluation of its 25 years of programming.

PROGRAM: Citizenship Education Clearing House (CECH) MODEL: Secondary School
5331 Enright Ave.
St. Louis, MO 63112 ESTABLISHED: 1968
(314) 367-6613

PURPOSE & PHILOSOPHY: To improve the quality of citizenship education by cooperating with metropolitan St. Louis school staff in helping students take an active part in the democratic experience.
CPS Project:
Instill a feeling of appropriate citizen power in students; Improve knowledge of governmental structure, operations, & how to improve them; to increase willingness to participate in citizenship activities;to encourage teachers & principals to use CECH & other community resources for assistance with arranging speakers & providing information.

CLIENTS: Teachers & administrators

STAFF: Director - Tim Tomlinson
Coordinator for the Citizenship Participation Skills Project
Part-time Special Assistants

CONTENT: Citizen Participation Skills Project (CPS), 2 yr. program
28 teachers attend workshops and translate knowledge gained from the sessions into classroom projects.
Citizen Education in the Secondary School program,
Consultation

TECHNIQUES: In-service workshops, university-affiliated seminars for teacher education, help with evaluation instruments, project coordination.
Seminars:
use of goal setting, setting priorities, implementing projects & debriefing.

RESOURCES: CECH POINTS: Information and news of meetings, material resources & developments on major issues.

FUNDING: Grants and contributions

OTHER: Consultation; reference materials, informational mailings

PROGRAM: Cleveland Area Voter Information Center (CAVIC) MODEL: Citizen Training
1276 W. 3rd St.
Cleveland, OH 44113
(216) 781-8376
ESTABLISHED: 1975
League of Women Voters affiliated

PURPOSE & PHILOSOPHY: To provide Community Leadership skills through workshops and classes.

CLIENTS: Community groups, individuals

STAFF: Director
Co-ordinator - Bonnie Harbaugh
Secretary

CONTENT:

Workshops:
problem solving process
communications
planning effective meetings
long-range planning

Classes:
discussion techniques
problem solving
problem location, fact finding,
alternative solutions, action plans
parliamentary procedure
publicizing events
public speaking

TECHNIQUES: Workshops and classes:
discussions, exercises, role playing, hand-outs

RESOURCES: Flyers on programs available
hand-outs: communication techniques, problem location, how to testify, dealing with conflict & controversy, personal inventory, what to look for in groups.

FUNDING: Fees are paid by community colleges for whom the courses are done.
Foundations; contributions.

OTHER:

PROGRAM: Industrial Area Foundation Institute
Saul Alinsky Training Inst.
675 W. Jericho Turnpike
Huntington, NY 11743
(516) 549-1133

MODEL: Organizer
ESTABLISHED: 1969

PURPOSE & PHILOSOPHY: To organize people so they make decisions and exercise power
To familiarize inexperienced persons with organizer training basics

CLIENTS: Persons who want to organize for change

STAFF: Executive Director - Edward T. Chambers
Associate Director
Field Supervisor

CONTENT: Training packages at the Institute (2 weeks - 15 months)
Special courses developed to meet specific needs
Out of town: lectures, consultations, weekend workshops,
5-6 day seminar workshops

Power analysis, development of leaders, fund-raising, tactics,
organization vs. movement, news media,
building collective leadership, raising money, written reports

TECHNIQUES: Seminars
Organizing in the field
Individual sessions: tutorial, building individual experience

RESOURCES: "Organizing for family & congregation"

FUNDING: Individuals-negotiated, depending on financial situation
Groups - depends on length of the program and # of people, negotiated
Contributions

OTHER:

PROGRAM: Institute for the Study of Civic Values
401 N. Broad St.
Philadelphia, PA 19108
(215) 922-8960

MODEL: Citizen Training

ESTABLISHED: 1973

PURPOSE & PHILOSOPHY: To help restore public confidence in democratic values, by helping community organizations confront public issues and plan programs to make their ideals a reality. "We believe that strong neighborhood communities are essential to the restoration of democratic values."

CLIENTS: neighborhood organizations

STAFF: President: Edward Schwartz
Administrative Asst.
Associates

CONTENT: "Building Community" - basic course examines the four basic premises of a neighborhood community: mutual security, reciprocity, fellowship and justice.

Courses on influencing local public school, economic justice, labor and neighborhoods, community development

Workshops on: block organizing, neighborhood organizing, building leadership, running meetings, communications, etc.

TECHNIQUES: workshops, courses.
lecture

RESOURCES: Building Community
Perspectives on Citizen Education

FUNDING: Foundations, other

OTHER: The Institute co-ordinates the Alliance for Citizen Education, "Citizen Education Bulletin" - Alliance newsletter

PROGRAM: Latino Institute
55 E. Jackson Blvd.
Chicago, IL 60604

MODEL: Citizen Training

ESTABLISHED: 1974

PURPOSE & PHILOSOPHY: To provide technical assistance;
To provide resources to equip Latinos with the necessary skills to effect change in the quality of their lives, their community, their school, their environment.
To assist in the development of more and stronger leadership among Chicago's Latinos, believing that a community comprised of informed and self-aware individuals is better equipped to affect its own destiny.

CLIENTS: Latino parents, teachers and administrators (non-ethnic)

STAFF: Executive Director: Mario J. Aranda
Administrative staff
Trainers
Office staff

CONTENT: Parent Leadership Training: information dissemination; skills training, e.g. group dynamics, leadership functions & styles, program planning, developing an action plan & problem-solving techniques; opportunities for gaining self-awareness and self-confidence through participation in experiences using knowledge acquired.

TECHNIQUES: Sessions, with informal discussion; workshops; retreats
Technical assistance
Organizational development

RESOURCES: soon to be published parent training manual
annual report
information flyer
quarterly newsletter
handouts for participants, e.g. "How to Plan & Conduct Meetings", "Qualities of a Group", "Leadership Styles", "Duties of a President", "Role of a Parents Advisory Council"

FUNDING: Foundations and corporations, United Way, Goverment
Budget 1977-78 $435,000
1978-79 $626,700

OTHER: research and documentation

PROGRAM: Midwest Academy
600 W. Fullerton Ave.
Chicago, IL 60614
(312) 929-6525

MODEL: Organizer

ESTABLISHED:

PURPOSE & PHILOSOPHY: National training center for people working with social change organizations.
To build large, community based organizations.
To teach the skills & strategies needed to build and maintain effective organizations.
To provide "training for leaders and organizers who want to attack the real causes of our powerlessness instead of each other."
To teach the "skills and strategies that help people to build organizations that can demand accountability from the people in power"
To teach "how to unite people in step-by-step campaigns..."

CLIENTS: Leaders and organizers of organizations desiring skills: women's organizations, community organizations, labor unions, public interest groups.

STAFF: Director: Heather Booth
Instructors
Consultants

CONTENT: Direct action organization, fund-raising, research-investigative skills, meetings
Strategy: How to chose an issue, plan a campaign, research a target and structure organization

Skills: How to choose a tactic, hold a meeting, raise funds, get media attention

Context of Organization: Building a majority movement, economic & political trends, history of the social change movement, "vision & goals worth fighting for."

TECHNIQUES:

Presentations & discussions	Investigations
Role playing	Fund raising
Movies & video tapes	Negotiation
	Individual consultation

RESOURCES: Flyers covering such topics as direct action organizing, fund raising, research, meetings, speeches, course outlines, publications list

FUNDING: Self-supporting tuition & fees pay costs
range: $250-$500 per course
weekend; 5 day; 2 week

OTHER:

PROGRAM: National Citizen Participation Council, Inc. (NCPC) MODEL: Support
1620 Eye Street, NW - Suite 609
Washington, DC 20006 ESTABLISHED: 1972
(202) 293-7351

PURPOSE & PHILOSOPHY: Grassroots conglomerate of citizen councils
"Dedicated to promoting the ideas of citizen participation and enhancing citizen involvement in the development of federal policy for urban and suburban community programing."

CLIENTS: Citizen groups

STAFF: Executive Director - Carl Johnson
Executive Committee, representatives from across the country
Administrative & support staff to serve ten federal regions

CONTENT: Citizen Participation
Dissemination of information & instructional material on specific federally funded programs.
Develops citizen participation training modules.

TECHNIQUES: Provides on-site training & technical assistance through workshops, conferences, seminars - Bi-lingual training capacity.

RESOURCES: Manuals, guidebooks, audio-visual materials
Informational booklets
Library & citizen information & referral service
Issue papers on citizen participation
Newsletter

OTHER: Analysis and interpretation of federal regulations and legislation
Conducts research & development studies & project evaluation in areas relevant to citizen participation
Network - 10 regional affiliates, executive committee elected officers, board of directors - 30 members, delegate assembly - 300 voting members-

PROGRAM: National Self-Help Resource Center
2000 S Street, N. W.
Washington, DC 20009
(202) 338-5704

MODEL: Support
ESTABLISHED: 1974

PURPOSE & PHILOSOPHY: To provide technical assistance & be an information broker for local citizen participation programs.
To develop expertise in local planning, information, networking, dialogue forums, skills banks and community organization.
To set up a national community resource program and national Community Resource Center Network.

Helping neighborhoods and communities help themselves.

CLIENTS: neighborhood organizations, consumer groups, service organizations, universities, libraries & community colleges; individuals

STAFF: Executive Director & Founder: Susan Davis
Associate Director
Associates for Training & Development
Associate for Management & Development
Administrative Asst.

CONTENT: Developing Community Resource Centers (CRCs)
Information environment (assessing needs, locating data, etc.)
Organizing information; networks; coalition building;
grassroots research - for community profiles & needs assessment
Neighborhood/Community Organizing
Project Planning
Corporate/Community Partnerships; training of trainers, training of information & referral specialists, Citizen Participation in local decision making, board selection, development & training.

TECHNIQUES: Workshops & seminars. On site technical assistance.

RESOURCES: Uplift: What People Themselves Can DO
Community Resource Centers, The Notebook
Case Studies
self-help bibliography
monthly newsletter

FUNDING: fees for workshops: $250 - $500, plus expenses

OTHER: National CRC Network - monthly newsletter, conference membership in CRC Network from $35
National Information Sharing Exchange

PROGRAM: National Training/Information Center
1123 W. Washington Blvd.
Chicago, IL 60607
(312) 243- 3035

MODEL: Organizer

ESTABLISHED: 1972

PURPOSE & PHILOSOPHY: Resource center serving neighborhoods
"grass-roots, neighborhood people must have a voice in the decision making process on issues that affect their neighborhoods"
"People organized to have a voice in their own destiny are the only hope for our country."

CLIENTS:
Community leaders
Clergy
Lawyers
Legislators
Organizers

STAFF:
Executive Director - Gale Cincotta
National Coordinator - Shel Trapp
Co-founders of NTIC
Additional personnel

CONTENT:
Block club organizing
Uses of confrontation
Negotiation
Building of people power
Use of media
Issue development
Coalition building
Basic neighborhood issues

TECHNIQUES:
1 to 4 day training sessions available on site
1 day sessions on basic urban issues, e.g. redlining, safety, reinvestment
Techniques and theory in community organization
Technical assistance, information, research
Consultation
Courses geared to practical application of methods

RESOURCES:
Community issues: neighborhood redlining, dynamics of organizing.
"Disclosure", monthly newsletter on neighborhood issues
Video-tapes

FUNDING:
Registration fees
$200 - one week course

OTHER:

PROGRAM: Organize, Inc.
43 Mirabel Street
San Francisco, CA 94110
(415) 552-8990

MODEL: ORGANIZER

ESTABLISHED:

PURPOSE & PHILOSOPHY: "How to organize for Power..How to get and how to use it."

CLIENTS: Professional organizers; Community leaders, activists, and organizations.

STAFF: Director: Mike Miller
Administrative Assistant
Consultants and Associates

CONTENT: Training packages (1 day to 1 year) in community organizing, leadership training, community development.."the nuts and bolts of effective organization.."

TECHNIQUES: Workshops; seminars; forums; lectures; discussion; role-playing; technical assistance and consultation; papers and publications to clarify issues and to help resolve them.

RESOURCES: Recruitment and informational brochure
The People Fight Back
Building A Tenant Union

FUNDING: Through consultation fees and tuition.

OTHER:

PROGRAM: Pacific Institute for Community Organizations (PICO)
3914 E. 14th St.
Oakland, CA 94601
(415) 532-8466

MODEL: Citizen Training
ESTABLISHED: 1972

PURPOSE & PHILOSOPHY: To assist new and established community organizations in building power bases that are multi-issued, on-going and broad based.

Consultation: To assist neighborhoods to identify basic problems, use of strategies to deal with cause of problems.

"A feeling of helplessness - a conviction that they are unable to change conditions through local government - is a major problem for people living in the inner city ... PICO offers a peaceful solution."

CLIENTS: grassroots neighborhood organization members

STAFF: Executive Director - Rev. John Baumann, S. J.
Associate Director
Office Mgr.
Consultants

CONTENT: summer institution: training for established community groups;
3 - 12 month program for subsidized trainees or students;
weekly workshops for trainees;
on-going state-wide leadership training workshops for community leaders of organizations
forum for community leaders and organizers
consultation: budget, fundraising techniques, grantsmanship skills, bylaws & incorporation, recruiting professional organizers & trainees, training staff, designing leadership training workshops.

TECHNIQUES: workshops: films, guest speakers, group evaluations of tactics and activities through role playing

forum: discussion, evaluation, and planning of organizational goals and objectives

RESOURCES:

FUNDING: grants & contributions

OTHER:

PROGRAM: Self-Advocacy for New York's Citizens
League of Women Voters, New York State
817 Broadway
New York, NY 10003
(212) 677-5050
League of Women Voters affiliated

MODEL: Citizen Training
ESTABLISHED: 1977

PURPOSE & PHILOSOPHY: To teach techniques of citizen action which may be used in a democratic society to make an impact on government decisions.

CLIENTS: Senior citizens, community groups, individuals.

STAFF: Project Adminstrator: Carol Wallace
Consultants
Instructors

CONTENT: Series of workshops for senior citizens 1977-78
expanded to the general public 1978.
Making Officials Listen, e.g. outline for action, the legislative process.
Making Bureaucracy Respond, e.g. executive branch, state budget making.
Putting Public Opinion to Work for You, e.g. how to deal with news media, ways to vary message.

TECHNIQUES: Workshops: use of charts/visual aids, lecture with visual aids
Use of publications
"how to"
role-playing
discussion
problem solving

RESOURCES: "Self-Advocacy for New York Citizens" handout/action kit
Discussion Leader's Guide to Accompany "Self Advocacy"
League publication catalog
"Citizen Lobbyist"
"Legislative Action Kit"
"New York State Legislature"
"Directory of N.Y.State Officers"

FUNDING: For senior citizen program: N.Y.State Office for the Aging.

OTHER:

PROGRAM: The Institute — Training Center — MODEL: Organizer

628 Baronne St. — 523 W. 15th St. — ESTABLISHED: 1972

New Orleans, LA 70113 — Little Rock, AR 72202

(504) 524-5034 — (501) 376-2615

PURPOSE & PHILOSOPHY: To provide technical assistance and training in the skills and principles of community organization (based on ACORN model, which was started in Arkansas)

Organization & leadership are learned
Organization is a way of thinking & perceiving the world
Training must be on-going

CLIENTS: rural and urban: staff, leadership and membership from community organizations, others doing work involving organizing skills & working for social change

STAFF:
Executive director
Associate training director
Director research & publications
Trainers
Resource persons

CONTENT:
building, mobilizing & maintaining organizations;
research & developing campaigns for action, including research, strategy and tactics;
special skills such as fund-raising, working with the press, in-house media, developing leadership.
Consultation

TECHNIQUES:
seminars (1 - 5 days) at Institute
one-day conferences: various locations in U.S.
combination of experientially based learning, questions & answers, role-playing readings,
deals with the trainees on their level; draws on people's experience; what motivates people

RESOURCES:
flyers on resources: periodicals & publications
flyers on training programs for year
Handbooks: book of interviews and articles about volunteer leaders
books on specific topics: e.g. fund-raising
articles on community organizations
Community Organization Handbooks, annually
"Just Economics", The Magazine for Organizers; video-tapes

FUNDING:
tuition, consultation fees, grants contributions
cost: $35 - $250-- 1 - 5 day session

OTHER:
Organizing Perspectives for Lawyers
internships: tuition - $600 - 3 mos.
alternative careers: community organizing for students -free

PROGRAM LIST

PROGRAM LIST

Alliance for Citizen Education
Edward Schwartz
401 N. Broad St., Philadelphia, PA 19108 (215) 922-8960

Chamber of Commerce: Action Course in Practical Politics
Public Affairs Department
1615 H Street, N.W., Washington, DC 20006 (202) 659-6000

Center for Community Change (CCC)
Woodrow Ginsburg
1000 Wisconsin Ave., Washington, DC 20007 (202) 338-6310

Center for Urban Encourters (CUE)
Rev. William R. Grace
3410 University Ave., S.E., Minneapolis, MN 55414 (612) 331-6210

Citizen Involvement and Community Development
Michael Appleby, Div. of Environmental & Urban Systems
VPI and State University, Blacksburg, VA 24061 (703) 961-5506

Citizen Involvement Training Project (CITP)
Dave Magnani, Div. of Continuing Education
University of Massachusetts, Amherst, MA 01003 (413) 545-3450

Citizen Power - Citizenship Education for Minneapolis Residents
Bess Mlnarik
LWV of Minneapolis, 1200 2nd Ave., So., Minneapolis, MN 55403
(612) 333-6319

Citizens for Community Development (CCD)
Louis Bryant
1408 N. Kingshighway, St. Louis, MO 63113 (314) 361-6939

Citizens Information Resource Center (CIRC)
Pat Rich
LWV of Metropolitan St. Louis, 2138 Woodson Rd., St. Louis, MO 63114
(314) 429-6880

Citizens Information Service of Illinois (CIS)
Ann Brackett
67 E. Madison, Chicago, IL 60603 (312) 236-0315

Citizenship Education Clearing House (CECH)
Tim Tomlinson
5331 Enright Ave., St. Louis, MO 63112 (314) 367-6613

Cleveland Area Voter Information (CAVIC)
Bonnie Harbaugh
1276 W. 3rd St., Cleveland, OH 44113 (216) 781-8376

Community and Organization Development
Edmund Sheridan, Continuing Education
University of Washington, 316 Lewis Hall, Seattle, WA 98195
(206) 543-0980

Educational Leadership Project
Otis Jackson, The Danforth Foundation
222 S. Central, St. Louis, MO 63105 (314) 862-6200

Industrial Area Foundation Institute (IAF)
Edward T. Chambers
675 W. Jericho Turnpike, Huntington, NY 11743 (516) 549-1133

Institute for Political/Legal Education (IPLE)
Charlotte Anderson, Educational Improvement Center-South
RD 4, Box 209, 207 Delsea Drive, Sewell, NJ 08080 (609) 228-6000

Institute for the Study of Civic Values (Institute for Civic Values)
Edward Schwartz
401 N. Broad St., Philadelphia, PA 19108 (215) 992-8960

Latino Institute
Mario J. Aranda
55 E. Jackson, Chicago, IL 60604 (312) 663-3603

Midwest Academy
Heather Booth
600 W. Fullerton Ave., Chicago, IL 60614 (312) 929-6525

National Citizen Participation Council, Inc. (NCPC)
Carl Johnson
1620 Eye St., N.W., Washington, DC 20006 (202) 293-7351

National Conference on Citizen Participation
Stuart Langton
Lincoln Filene Center for Citizenship and Public Affairs
Tufts University, Medford, MA 02155 (617) 628-5000, ext. 352

National Self-Help Resource Center
Susan Davis
2000 S Street, N.W., Washington, DC 20009 (202) 338-5704

National Training/Information Center
Gale Cincotta
1123 W. Washington Blvd., Chicago, IL 60607 (312) 243-3035

Organize, Inc.
Mike Miller
43 Mirabel St., San Francisco, CA 94110 (415) 552-8990

Pacific Institute for Community Organizations (PICO)
Rev. John Baumann, S.J.
3914 E. 14th St., Oakland, CA 94601 (415) 532-8466

Self-Advocacy for New York's Citizens
Carol Wallace
League of Women Voters, New York State
817 Broadway, New York, NY 10003 (212) 677-5050

The Institute
Meg Campbell
628 Baronne St., New Orleans, LA 70113 (504) 524-5034

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Both authors were participants in the Danforth Foundation's St. Louis Leadership Program in 1977-1978. This study was done as part of the Leadership Program's Awards Phase and took place from June 1978-June 1979.

PROGRAMS FOR TRAINING CITIZEN LEADERS: A NATIONAL SURVEY

by

Patricia Rich and Agnes Garino

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